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EDPN 673
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Materials Critique and Redesign

Matching Books with Readers is an important literacy component for ELL students. One of the most important components is vocabulary recognition, which requires an understanding of unfamiliar words when reading (Apthorp, 2006; Spencer & Guillaume, 2006, Vardell, Hadaway, & Young, 2006.) Also, a bilingual student may speak English in a way that commands a perfect understanding of his second language when in reality the oral vocabulary is much stronger than the reading vocabulary.

Each child has a unique learning style, but bilingual students benefit from reading nonfiction passages because real-life contexts help them visualize vocabulary words for meaning (Apthorp, 2006). Selecting highly visual literature containing photographs (Vardell, Hadaway, & Young, 2006) or that are related to scientific concepts that describe the natural world as children understand it is best for bilingual students (Spencer & Guillaume, 2006). Therefore, for this materials critique and redesign, I chose to use three books that are nonfiction children's books. The three books are *National Geographic Readers: Frogs!* by Elizabeth Carney, *National Geographic Readers: Caterpillar to Butterfly* by Laura Marsh, and *Ladybugs* by Cheryl Coughlan. These books are great for ELL students because they are colorful, include rich vocabulary, and diagrams that show labeled parts of the animals. Younger children are usually drawn to informational texts about animals because it satisfies their curiosity and interest in their favorite topics. When students are interested in reading about a favorite topic, they are more likely to be motivated to read and dig deeper for answers to their questions about the world and make constant connections to themselves.

Another reason I chose the aforementioned books is because unbeknownst students in my class are mostly of Russian, Tajik, and Spanish native languages. I have noticed that their vocabulary bank is limited as they are likely to come from conversational backgrounds. By using informational texts in my classroom, my ELL students will expand their academic vocabularies

in areas that do not necessarily come up in everyday conversation. Nonfiction texts will challenge my ELL students, but it will also give them a broader vocabulary base, especially texts from the fields such as science and social studies.

Moreover, ELL students are able to make real life connections with nonfiction texts. Many nonfiction books include photographs to illustrate the details. Photographs are a great visual aid when grappling to understand the English text. Photos contain more details and a precise depiction of the world around us than illustrations. When students are able to refer to photographs, they will increase their comprehension level and make connections to the real world they see around them. Students will be confident when they have a clear picture of what is being taught and are able to have higher order thinking skills that help to perform better overall.

The first book I will examine is *National Geographic Readers: Frogs!* by Elizabeth Carney which is appropriate for Kindergarten level. “Alive with froggy facts, this book has the coolest photos to bring kids deep into the swampy world of our amphibian amigos.” The book is about the life cycle of frogs, including how tadpoles develop, their prey, and the wet habitats. **Frogs!** is level appropriate for ages 4-6 with a Lexile measure of 480L. This book contains nonfiction text features such as the title page, table of contents, headings, picture glossary, labels, keywords, photographs, captions, diagrams, and picture captions. Students who are still learning concepts of print can take a picture walk of this book in any order they like and still be able to retain information that will make sense because every page has its own heading and picture with a caption associated to that subtopic. ELLs can flip through the pages and focus on the information that they are fascinated with the most and make conversations based on what they see in one page and ask questions from a peer and discuss why this might happen or how this works. They can also use the picture clues to help read the words associated with the picture. For example, the page that has the heading “Frog Food” shows three pictures of frogs eating a dragonfly, a mouse and a smaller frog! ELLs will associate the word “food” and “eat” with the pictures and say those words to describe what is happening. Another page talks about frogs of different sizes, and the pictures shows a SMALL frog on a tip of a finger, called the Microfrog and a BIG frog on a scale near a man’s body, called the Goliath Frog. Another page that shows concepts of color is one that shows four frog pictures with green, red, stippled, and blue colored frogs. The next page’s heading says “Watch Out!” and shows more brightly colored frogs. The association that students will make here is that these are poison frogs. Students will ask questions

like “Why are these frogs so bright?” Students will connect that bright colors are easy for us to see like a WARNING sign on the street and these frogs are warning their enemies not to eat them because they are poisonous. These types of pictures elicit the “AHA” moments where ELLs can use their knowledge in the real world of being careful and make connections to the texts. The photographs are very colorful and younger students are very intrigued by color and cool associated facts such as poison.



This will further motivate ELLs to read about such articles and topics in the future.

This book was written by Elizabeth Carney in 2009, where the aspect of cultures is embedded when reading page 16, about “Every Size and Color,” where the small frog sitting at the tip of a finger of a white person, and the big frog is next to an African American man. This book represents diverse demographics; the Bullfrog origin is from Africa and the Micro frog is endemic to the south-western Cape area of South Africa.

Frogs! represents new vocabulary in meaningful ways, by using the picture to show what is happening. The words habitat, shows lakes, ponds, and rivers, trees and deserts. The word “croak” has a picture of a frog’s throat puffing up like a bubble. Students love to repeat the word “ribbit.” Therefore, I would add a revision to this book and make it come alive, by pairing this page to a YouTube video - [Frogs and their calls](#), to allow students to listen to how each type of frog makes its own unique sound.

According to the NYSESLAT (Spring 2015), the proficiency level of the vocabulary language for an ELL student would include expanding level (formerly Advanced), a student at the Expanding level shows great independence in advancing his or her academic language skills. As measured by the NYSESLAT, a student at this level is approaching the linguistic demands necessary to demonstrate proficiency in a variety of academic contexts within this grade level. In order for this book to fit lower levels of proficiency, I would revise the and modify the sentences

to phrases and or just words such as - food, home, color, and big/small. Graphic organizers would be used to show the life cycle of a frog by showing a series of connected events in a process. Students would be able to connect the process of events by demonstrating the sequence of events, first the egg, tadpole, froglet, and then frog or toad. For the higher levels, students would use the vocabulary in their own words and describe the details of the main idea of the book. They would fill out a graphic organizer that tells the topic and draw and write 3 supporting details. Labels can include a word bank of gills, tail, legs, habitat, eggs, tadpoles, poison, tongue, and croak, prey. In addition, teachers can use this modification to differentiate their lessons according to their ELL students' interest. In order to put culturally responsive teaching into practice, teachers must identify students' assets. Teachers should reflect on their students' and ask yourself: What are some of the individual strengths your students have? Are there shared strengths across groups of students? What are your students' talents, skills, and responsibilities outside of school? Questionnaires can be sent home to work alongside with family members and initiate conversations about animals and habitats. This would welcome classroom collaboration and share about cultural backgrounds. I even ask my students to say the word in Tajik and the mom helped her say it because the vocabulary word is seldom used in conversational settings. The student had to repeat it several times to pronounce it correctly in her native language Tajik "qurboqqa."



Sounds and throat.

Every Size and Color

Frogs can be many different sizes.



small -
майда
(mayda)

The smallest frog is as
big as a fingernail.

The largest is as big as a rabbit.

Frog size-
андозаи қурбоққа
(andozai qurboqqa)



big -
калон
(kalon)

Sizes in
Tajik

Frogs can be different colors, too.

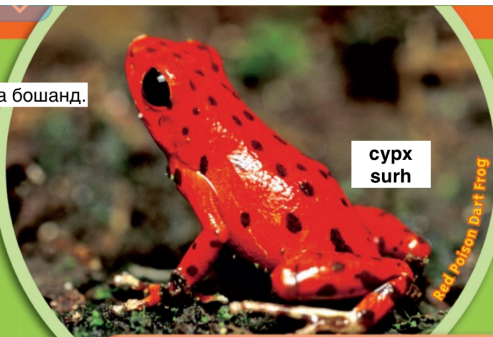
Қурбоққаҳо метавонанд рангҳои гуногун дошта бошанд.



Tiger Striped Leaf Frog

сабз
sabz

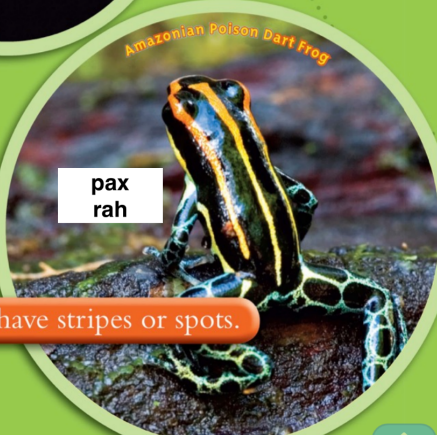
Some are green or brown.



сурх
surh

Red Poison Dart Frog

Frogs can be red, yellow, or orange.



Amazonian Poison Dart Frog

пах
rah

Others have stripes or spots.



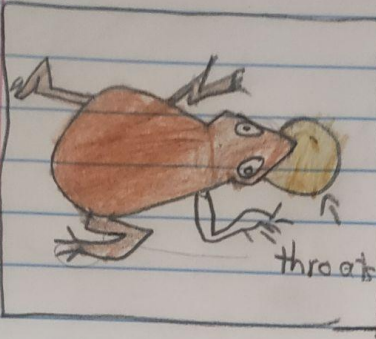
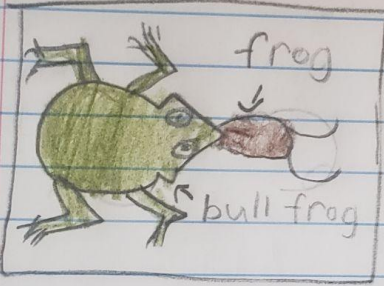
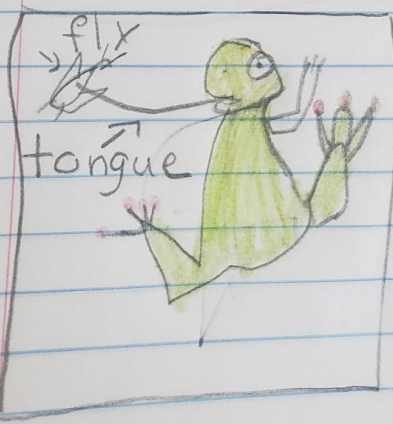
Blue Poison Dart Frog

кабуд
kabud

They can even be bright blue!

Colors in
Tajik.

Jennat 3-24-2021
This book about type of frogs.

	1. The frog throat puff up when they make sound.
	2. The bullfrog eats other frogs.
	3. The frog tongue is long and sticky.

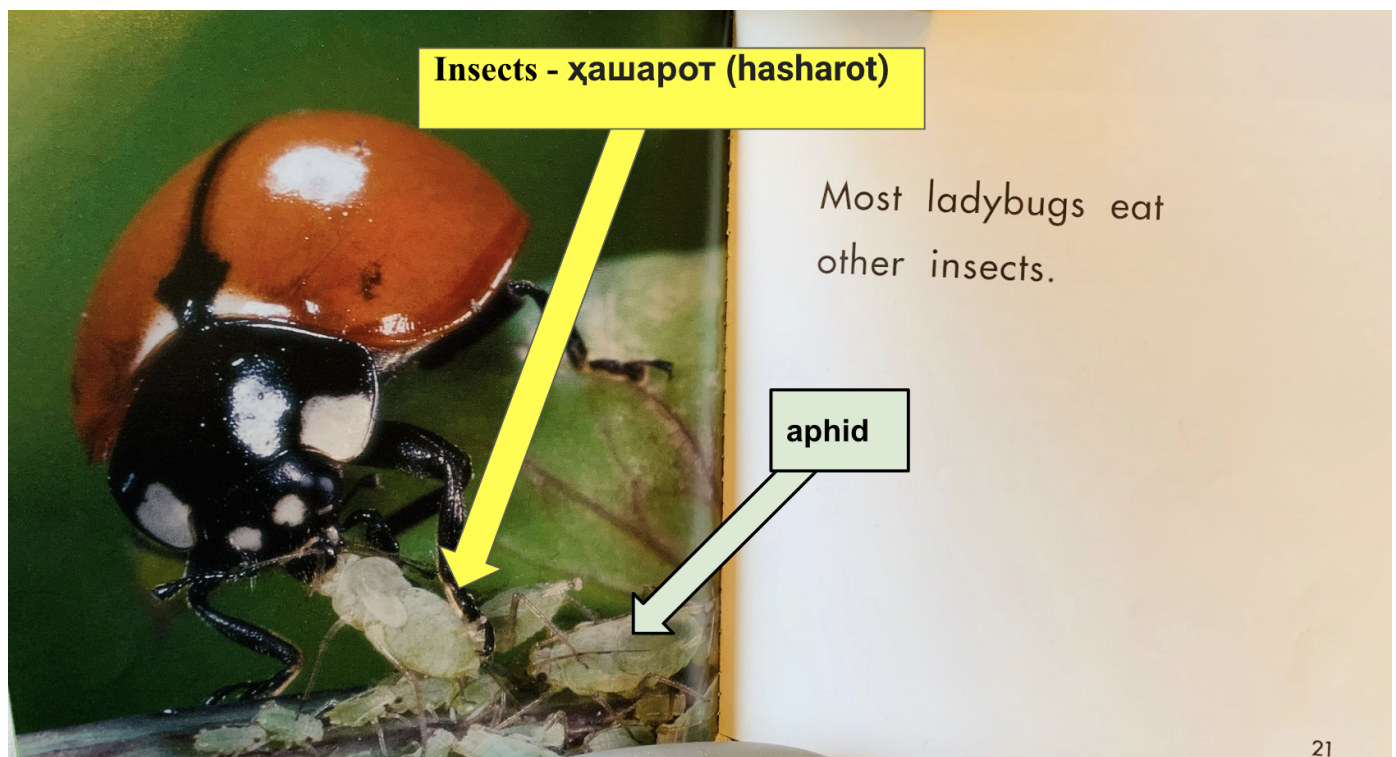
The second book that I would like to critique is **Ladybugs** by Cheryl Coughlan. Originally published in September 1998, with the genres of children's literature and children's non-fiction literature. These genres motivate students' visualization, participation, prediction, and critical thinking skills. These types of books also promote ELL students' language development. This text is a close fit for English learners' vocabulary and overall English proficiency level. The students will understand the vocabulary used in the book, such as "Ladybugs have a small head" (Coughlan, p.17).

According to the teachers College Assessment for Independent Reading Levels, the book **Ladybugs** is categorized to be a level "D" book. Level D students show reading behaviors such as A). Using some letters of a word (including some of the final letters) along with the meaning. The child first attends to the beginning letter(s) and then progresses to using the final letter(s). B). The reader reads known words in the text automatically. C). begins to integrate sources of information: making sure it makes sense, sounds right and looks right. D). demonstrates appropriate stress on words and recounts the information by answering literal and inferential questions. The book about Ladybugs is a very good book for early readers, as there are few words on each page and they are rather simple. The table of contents demonstrates information about ladybugs, wings, head, words to know, read more, internet sites, and index/word list. It includes great nonfiction text features such as labels and photographs of the details being discussed.

The vocabulary ranges from difficult to easy to decode and comprehend as all pictures show the labeled parts in the diagram. The hardest word to decode would be ladybug, but students will know what it says by using the beginning letter to match it to the picture and repeating it across the pages. The vocabulary of this text is basic and familiar, but it might be a little challenging for ELL students such as beetle, insect, jaw, and wing. For my Tajik ELLs population, I would add translation and additional words to help discuss the parts of the body of a ladybug such as the head, legs, and spots. This book is great for transitioning students as the student at this level shows some independence in advancing his or her academic language skills. Students who are at entering and emerging levels can still partake in the literature by acting out and repeating the parts of the ladybug by pointing to their own body parts such as the jaw or the head and legs. Higher level ELLs students who show great independence in advancing their academic language skills can discuss with peers and ask inferential questions such as why do ladybugs

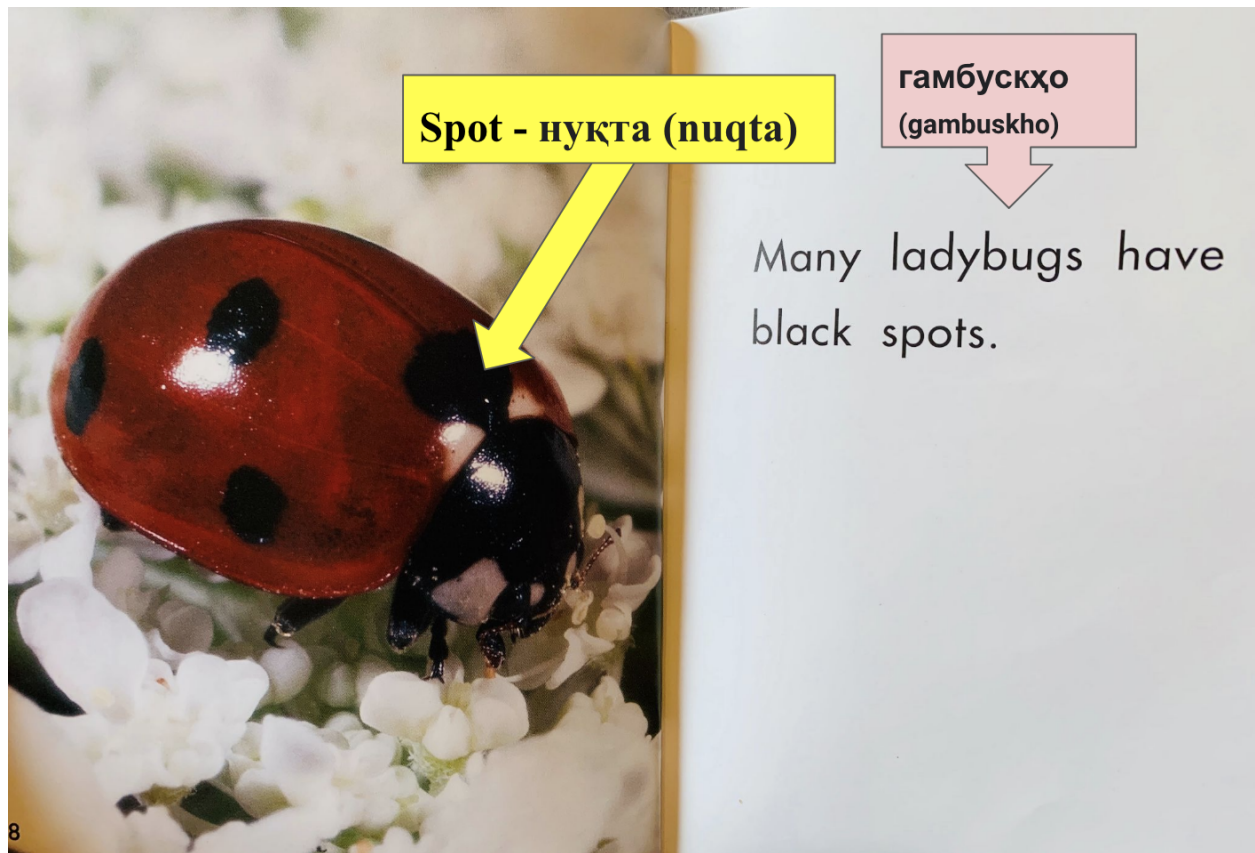
need two sets of wings? By using the vocabulary bank, students can infer and use sentence starters to respond “Ladybugs need _____ wings to protect the _____ wings.” Students will discuss why ladybugs are important? Using the cause and effect prompts students will respond by saying “Ladybugs are important *because* _____.

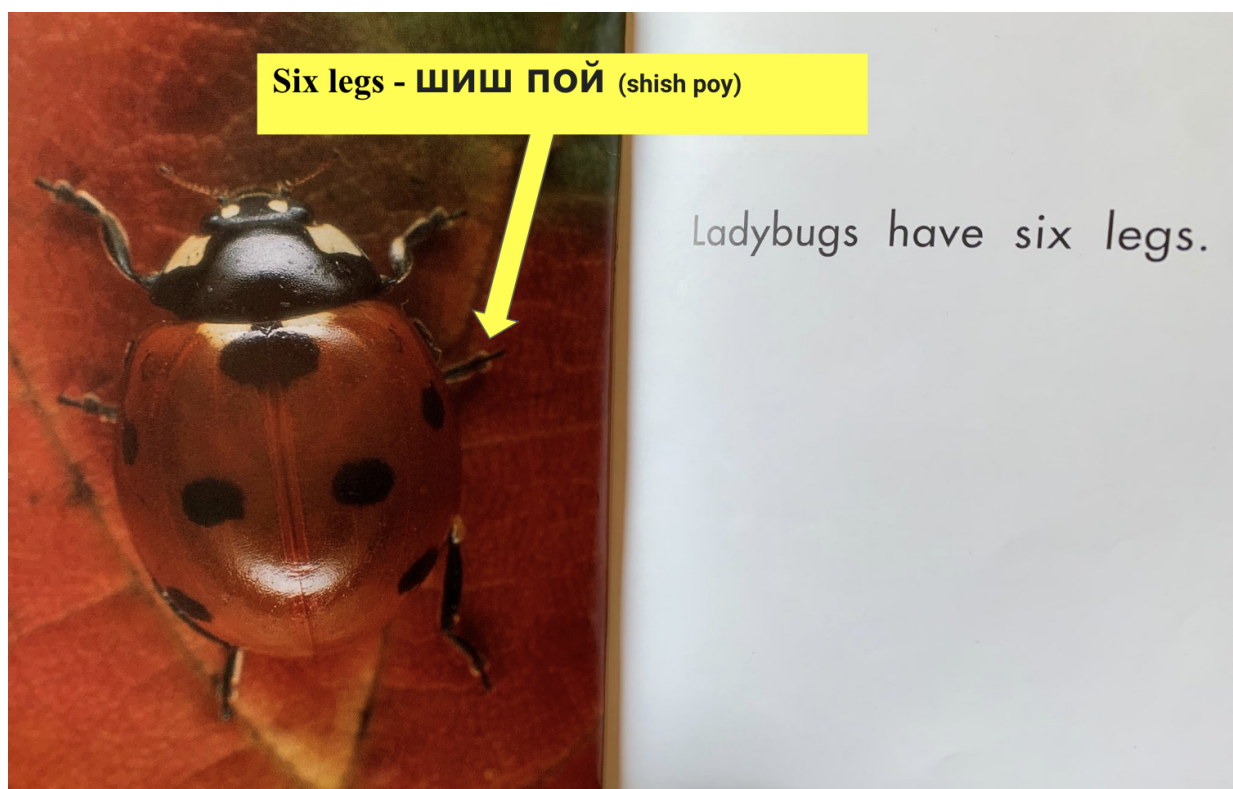
I would also like to add an updated link to the Internet Sites that this book provides by using the YouTube video [Ladybug Eating Aphids 2018](#) which shows how the jaws work when eating aphids. This is a great visual aid that explains what jaws do and how they are similar and different to our own jaws. Students can watch the video and respond to the literal questions - “What do ladybugs eat?” and respond “Ladybugs eat _____.” Students will respond to inferential questions “Why do ladybugs eat aphids?” Students can predict what would happen if there are no more ladybugs? “How do ladybugs help protect the earth?”



The text provides English learners with different textual support. This book provides a lot of visual support for English learners because of its photographs. The book has vivid and explicit pictures that can help ELLs better understand the information and new vocabulary words. The visuals are simple, clear and direct. There is a one-to-one correspondence of visuals to text. For example, the text says, “Many ladybugs have black spots” (Coughlan, p. 9). I added

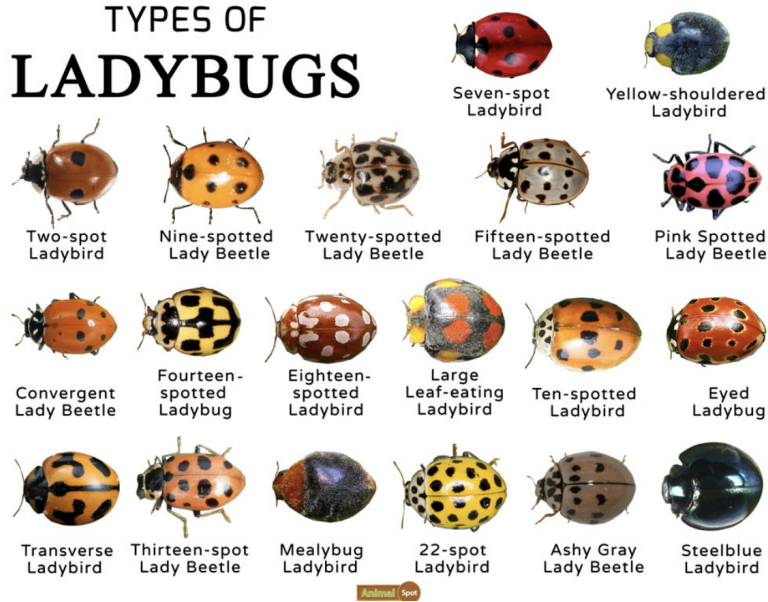
an arrow to the picture to show students where the spot is located precisely and what that looks like on the ladybug. I also redesigned to include the translation of the word spot and its pronunciation for the teacher to use with the students. The pink arrow shows the translation for the word ladybug and its transliteration in parenthesis. This method allows the teacher and the students to interact and establish a close relationship based on the commonality of bilingual understanding. Students usually brighten up when they hear a teacher speak in their native tongue because they are used to feeling different from the teacher concluding that everyone in America speaks only in English. I like to include different languages because I noticed that students get motivated to participate when you relate topics to English learner's cultural or experiential background.





The book **Ladybugs** by Cheryl Coughlan lends itself to math activities in counting spots, legs, and creating and analyzing charts about how many aphids does the ladybug eat per day. This book also elicits verbal skills from students to use describing words about the ladybug's shape, color, size, and texture. With a partner, students can discuss and use details from the book to complete a circle map about ladybugs and its details. Students can complete content related tasks based on oral discourse. They will identify main ideas and details using oral discourse. Students can write a persuasive piece using facts about ladybugs and how they can be beneficial to our world. I would add culturally responsive teaching by elaborating on the pages that talk about "Many ladybugs are red or orange" and "Many ladybugs have black spots." I would expound on the various types and colors of ladybugs that come with unique patterns and designs. Keeping in mind that for some students, this may be the first time they see such insects, I would share a picture that shows the many types of ladybugs.

TYPES OF LADYBUGS



Students can observe different types of ladybugs and in groups of 3, pick one to discuss how it looks and research additional facts about this type of ladybug. Then, they will create a poster and add facts about their ladybug, such as where they live, eat, and look - size, shape and color(s).

Another addition to this book, I would add a diagram of the ladybug's life cycle. English language learners can use a visual aid to understand the sequence of events as a transformation occurs in each stage of the ladybug life cycle. Each stage will have a different shape, size, color and association of vocabulary that students will partake to discuss. Another activity can be about, researching other beetles and using a Venn Diagram to compare and contrast it to a ladybug. In this activity, I would model the way to label the Venn Diagram, one circle about a ladybug, and the other about a researched beetle, such as a firefly. I would show students how to choose one fact from the book, and draw and or write it on each side of the Venn diagram. Then, students observe what the beetles have in common and add that information in the overlapping circles of the Venn Diagram. The students would then use the information about the firefly and ladybug and have 3 minutes to Think-Jot-Pair (with a partner)-Share with the class. They would help to fill in the rest of the graphic organizer collaboratively. Students would respond by saying "Both beetles have hard wings and soft wings." "The firefly has a ____." "The ladybug has a ____." Students will add and agree/disagree with each other's findings. Higher order students will work independently to read about a beetle of their choice and create their own Venn Diagrams comparing it to the ladybug.

My last material that I will evaluate is the **National Geographic Readers: Caterpillar to Butterfly** by Laura Marsh. I chose this book because it is rich in its vocabulary which supports the development of oracy and literacy. Educators should have a mindset of having high expectations for all students, and sometimes we overlook the strengths of English Language Learners and might just see them as having deficits instead of assets. As a result, educators might miss the chance to use ELLs to create a rigorous learning environment. Culturally responsive teaching moves away from the deficit mindset and instead identifies students' assets and uses them to create rigorous, student-centered instruction. This is especially true for students from "underserved" groups whose skills are often underestimated due to implicit bias. All teachers should be able to identify the skills their students need in order to complete higher-level work in the classroom. Teachers should use explicit instruction by modeling the lesson and apply strategy instruction- like note-taking, to help students learn, practice, and apply new skills and vocabulary that is outside of their conversational settings (Greene, 2014-2021).


This nonfiction book **National Geographic Readers: Caterpillars to Butterfly**, offers ELL students textual features such as the *table of contents*, *index*, *glossary*, *headings*, and *subheadings*, *captions* and *labels*. The genre of children's non-fiction literature describes and teaches students about features of the real world in a fun and entertaining way. The book is appropriate for Kindergarten level with a Lexile Measure of **470L**. This Level 1 Reader gives kids an up-close look at exactly how a caterpillar becomes a butterfly. With bonus information including different types of butterflies and poisonous caterpillars. Level 1 books reinforce the content of the book with a kinesthetic learning activity. The inside back cover of the paperback edition is an interactive feature based upon the book. The ELL students in my class are familiar with this type of book genre because they have been exposed to this genre in the classroom.

Book Activity with redesigned Tajik translation and transliteration of the vocabulary words.

What in the World?


These pictures show close-up views of butterfly things. Use the hints below to figure out what's in the pictures. Answers on page 31.

1



HINT: A caterpillar starts here.

2



HINT: Big changes happen inside.

Катер (kater)

Бол (bol)

Тухм (tuhm)

WORD BANK

caterpillar butterfly wing chrysalis egg


antennae camouflage

Антенна (antenna)


ниқобпӯшӣ

хризалис

3




HINT: It's an all-day eater!




HINT: This is covered with scales.

5



HINT: It uses this to hide from predators.

6

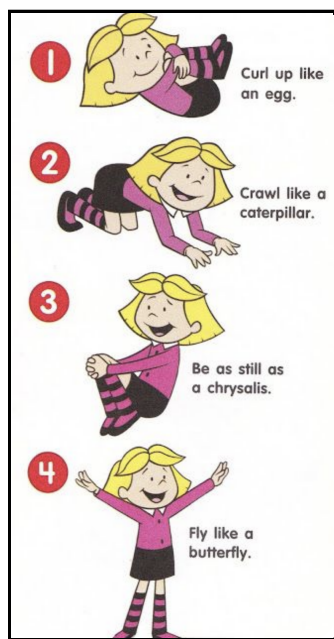
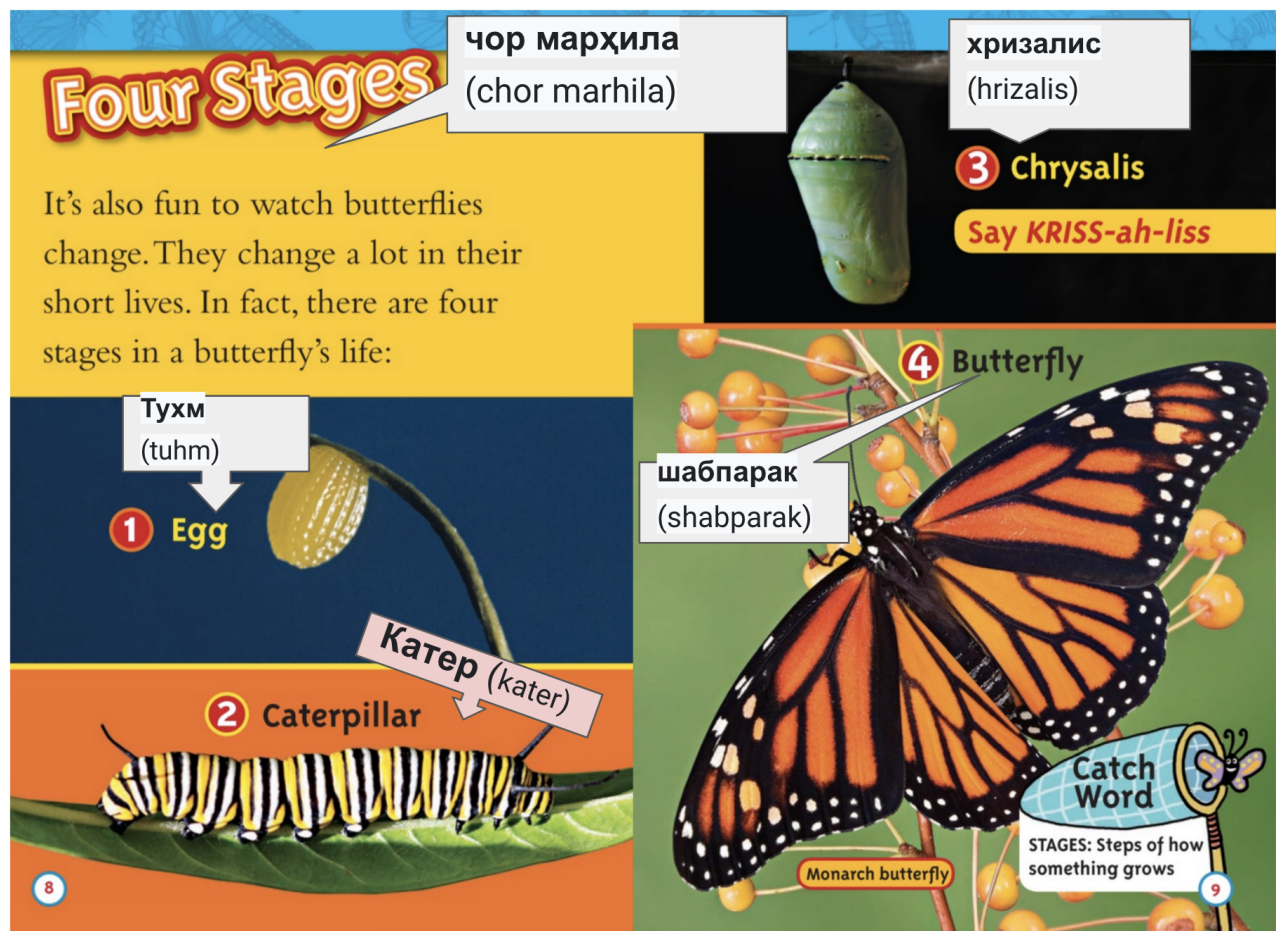


HINT: You won't find these on your head!

Answers: 1. egg, 2. chrysalis, 3. caterpillar, 4. butterfly wing, 5. camouflage, 6. antennae

30

Four Stages of the Life Cycle of a Butterfly with redesign of Tajik translation and transliteration.



To better grasp the new vocabulary pertaining to the 4 stages of the life cycle of a butterfly, I would add a physical activity that will support English learners. Students of various learning modalities can absorb new vocabulary by acting it out and relate to the words in a physical way. The Total Physical Response (TPR) method would greatly facilitate students during English learning activities. The TPR method allows for students to express themselves through gestures and movements, which is another way to implement kinesthetic learning modality. Kindergarteners as well as adults, both need to get up from their seats and express themselves in multiple ways.

Kinesthetic learning paired with oracy will absorb and make a stronger connection with new words.

In a TPR classroom, students did a great deal of listening and acting. The teacher was very directive in orchestrating a performance: “The instructor is the director of a stage play in which the students are the actors” (Asher, 1977, 43). As it is believed that language learning is more effective when it is fun. In a TPR classroom, after students overcome the fear of speaking out, classroom conversations and other activities proceed as in almost any other communicative language classroom.

The author’s craft of the book employs information in ways that students can interact and pinpoint easily as it shows picture- text correspondence. As an educator, it is important to explain to students the author’s craft because it is intentionally implemented to allow readers to follow the information accordingly. The labels and pictures are placed strategically so that the information is not misplaced and or misunderstood.

It is important to start the book with learning the words to know as they will appear in the text the most. The visuals from this text is clear and direct and the visuals have one-to-one correspondence to the text. This picture book does introduce new vocabulary words in a meaningful contextual language. For example, “The caterpillar grows and grows. It gets too big for its skin. It sheds its old skin like a snake.” (Marsh, 14). The photograph shows the caterpillar and its old skin next to itself with a label stating “old skin.” This photograph reinforces the concept of shedding skin and compares it to another topic about snakes, which is something my class also read before. ELL students in my class are familiar with these types of text structure patterns because many of our readings are of similar text structure. This book is very wordy but the student is not required to read everything in order to understand what is happening because the pages are full of detailed photos. This is a book that provides information in an order of events, but it can be read in non-sequential order. It even includes riddles to make it more fun and interactive. Riddles are a fun way to hook a reader, and that is something that students should be learning about when applying hooks into their own expository writing. This is a great opportunity to have a teachable moment to point out that riddles are like word puzzles and are usually in the form of a question.

The text is considered culturally neutral because nonfiction eliminates the cultural barrier that fiction may place between internationals and main characters. Students who are new to the

U.S. or whose lives at home do not reflect that of the typical U.S. student may have a difficult time relating to the main characters of fictional texts traditionally used in classrooms. When I use nonfiction in my classroom, my students are more likely to develop more of a global perspective on their lives and the lives of their fellow peers. This type of genre will extend to learning more about people and places and promote cultural acceptance and understand the world around them (Verner, 9).

Students are familiar with life cycle texts as they have been previously introduced to books about the life cycle of frogs and ladybugs. Students would link their prior knowledge and grasp that caterpillars are similar to frogs because they both become something else when they grow up. Students are also most likely to know about the life cycle of a butterfly if they attended Pre-K and had real life experiences with observing caterpillars live in their classroom as part of the curriculum. During our learning about the caterpillars, I would redesign the book and implement a YouTube time lapse video, [Monarch Butterfly Metamorphosis time-lapse FYV 1080 HD](#), which shows how caterpillars metamorph into butterflies. Students applied the vocabulary words while watching the video to describe and recount the processes of the different stages. After that, we would learn where Monarch Caterpillars live by connecting to our science unit - "The Needs of Plants and Animals," students are investigating why there are no monarch caterpillars left after the field was transformed into a garden. My Kindergarten students had no clue! They kept saying caterpillars can eat cabbage or lettuce but the investigation continued as we learned about how animals only live in places that have the food that they need. Finally, the question came about, what do monarch caterpillars eat? We had to explore further. And even though the reading material was extensive and wordy, the students seemed tired and bored of hearing the same question over and over. Therefore, like Ms. Frizzle in the Magic School Bus, I decided to take them on a virtual trip to a farm in North Carolina - [Learn to Grow: Common milkweed](#). Students were amazed when they saw so many familiar insects that we learned about, in this video. They saw ladybugs, aphids, bees, caterpillars and butterflies all in their natural habitat.

An additional redesign to this book is using an online reading platform called Epic! The book **National Geographic Readers: Caterpillar to Butterfly** by Laura Marsh can be assigned to my class and they can take a quiz based on the reading. Students get to interact with the

knowledge they obtain from the text (getepic). Epic! also allows students to click on any word and the program will pronounce it and provide a definition.

Moth or Butterfly?

What's it called when a moth cries? A moth-bawll

Moths and butterflies look alike. Here's how you can tell them apart.

Butterfly	Moth
<p>antennae are thin and have little knobs at end</p> <p>bodies are slender</p> <p>can be brightly colored</p> <p>mostly fly during the day</p>	<p>antennae slim to a point and look like feathers</p> <p>bodies are fat and furry</p> <p>usually brown, tan, or white</p> <p>mostly fly at night</p>

Say an-TEN-ay

antennae

Pronounced: an'ten'na

noun

- one of a pair of slender movable organs of sensation on the head of an arthropod (as an insect or a crab) that are made up of segments
- a device (as a rod or wire) for sending or receiving radio waves

LEVEL 1 NATIONAL GEOGRAPHIC KIDS

Caterpillar to Butterfly

THE #1 NATIONAL GEOGRAPHIC KIDS SUPER READER

Laura Marsh

Finish Book!

Take Quiz

?

What is the first stage in the life cycle of a butterfly?

caterpillar

butterfly

chrysalis

egg

Submit

II Teacher's Manual Carney, Elizabeth (2009). National Geographic Readers: Frogs!										
A. General Features										
i. Does the manual help teachers understand the objectives and methodology of the text? (1,2,3)		4	3	2	1	0	M	O	(N)	
ii. Are correct or suggested answers given for the exercises in the textbook? (1,2,3,4)		4	3	2	1	0	M	O	(N)	
B. Background Information										
i. Are teachers shown how to teach students to use cues from morphology, cognates, rhetorical relationships, and context to assist them in lexical inferencing? (7)		4	3	2	1	0	M	O	(N)	
ii. Is there a list of true and false cognates for vocabulary words? (1,2,3)		4	3	2	1	0	M	O	(N)	
C. Methodological Guidance										
i. Are teachers given techniques for activating students' background knowledge before reading the text? (8,9,22)		4	3	2	1	0	M	O	(N)	
ii. Are teachers given adequate examples for teaching students to preview, skim, scan, summarize, and to find the main idea? (8,11,6)		4	3	2	1	0	M	O	(N)	
iii. Does the manual suggest a clear, concise method for teaching each lesson? (1,2,3)		4	3	2	1	0	M	O	(N)	
D. Supplementary Exercises and Materials										
i. Does the manual give instructions on how to incorporate audio-visual material produced for the textbook? (2)		4	3	2	1	0	M	O	(N)	
ii. Does the manual provide teachers with exercises to practice, test, and review vocabulary words? (1,2,3)		4	3	2	1	0	M	O	(N)	
iii. Does the manual provide additional exercises for reinforcing grammar points in the text? (1,2,3)		4	3	2	1	0	M	O	(N)	
III. Context										
A. Is the textbook appropriate for the curriculum? (1,2,19,20)		4	3	2	1	0	M	O	N	
i. Does the text coincide with the course goals? (1,2,3,19,20)		4	3	2	1	0	M	O	N	
B. Is the textbook appropriate for the students who will be using it? (1,2)		4	3	2	1	0	M	O	N	
i. Is the text free of material that might be offensive? (1,6,16)		4	3	2	1	0	M	O	(N)	
ii. Are the examples and explanations understandable? (1)		4	3	2	1	0	M	O	N	
iii. Will students enjoy reading the text selections? (1,2,3,15)		4	3	2	1	0	M	O	N	
iv. Will the content meet students' felt needs for learning English or can it be adapted for this purpose? (2,3)		4	3	2	1	0	M	O	N	
C. Are the textbook and teacher's manual appropriate for the teacher who will be teaching from them? (1,2,4)		4	3	2	1	0	M	O	(N)	
i. Is the teacher proficient enough in English to use the teacher's manual? (1)		4	3	2	1	0	M	O	(N)	

Textbook Evaluation Checklist												
Carney, Elizabeth (2009). National Geographic Readers: Frogs!			Excellent	Good	Adequate	Poor	Totally Lacking	Mandatory	Optional	Not Applicable		
I. Textbook												
A. Content												
	i. Is the subject matter presented either topically or functionally in a logical, organized manner? (1,2,3) ⁱⁱ		4	3	2	1	0	M	O	N		
	ii. Does the content serve as a window into learning about the target language culture (American, British, ect.)? (2,18)		4	3	2	1	0	M	O	N		
	iii. Are the reading selections authentic pieces of language? (5,10)		4	3	2	1	0	M	O	N		
	iv. Compared to texts for native speakers, does the content contain real-life issues that challenge the reader to think critically about his/her worldview? (1,2,3,7,21)		4	3	2	1	0	M	O	N		
	v. Are the text selections representative of the variety of literary genres, and do they contain multiple sentence structures? (1,13)		4	3	2	1	0	M	O	N		
B. Vocabulary and Grammar												
	i. Are the grammar rules presented in a logical manner and in increasing order of difficulty? (1,2,3)		4	3	2	1	0	M	O	N		
	ii. Are the new vocabulary words presented in a variety of ways (e.g. glosses, multi-glosses, appositives)? (2,3,12)		4	3	2	1	0	M	O	N		
	iii. Are the new vocabulary words presented at an appropriate rate so that the text is understandable and so that students are able to retain new vocabulary? (1,2,3,5)		4	3	2	1	0	M	O	N		
	iv. Are the new vocabulary words repeated in subsequent lessons to reinforce their meaning and use? (1,2,3,)		4	3	2	1	0	M	O	N		
	v. Are students taught top-down techniques for learning new vocabulary words? (7,8,9,11)		4	3	2	1	0	M	O	N		
C. Exercises and Activities												
	i. Are there interactive and task-based activities that require students to use new vocabulary to communicate? (1,2,3,5)		4	3	2	1	0	M	O	N		
	ii. Do instructions in the textbook tell students to read for comprehension? (6)		4	3	2	1	0	M	O	N		
	iii. Are top-down and bottom-up reading strategies used? (17)		4	3	2	1	0	M	O	N		
	iv. Are students given sufficient examples to learn top-down techniques for reading comprehension? (7,8,9,10)		4	3	2	1	0	M	O	N		
	v. Do the activities facilitate students' use of grammar rules by creating situations in which these rules are needed? (1,2,3)		4	3	2	1	0	M	O	N		
	vi. Does the text make comprehension easier by addressing one new concept at a time instead of multiple new concepts? (2,3)		4	3	2	1	0	M	O	N		
	vii. Do the exercises promote critical thinking of the text? (2)		4	3	2	1	0	M	O	N		
D. Attractiveness of the Text and Physical Make-up												
	i. Is the cover of the book appealing? (1,2,3)		4	3	2	1	0	M	O	N		
	ii. Is the visual imagery of high aesthetic quality? (1,2,3,14)		4	3	2	1	0	M	O	N		
	iii. Are the illustrations simple enough and close enough to the text that they add to its meaning rather than detracting from it? (1)		4	3	2	1	0	M	O	N		
	iv. Is the text interesting enough that students will enjoy reading it? (15)		4	3	2	1	0	M	O	N		

Textbook Evaluation Checklist			Excellent	Good	Adequate	Poor	Totally Lacking	Mandatory	Optional	Not Applicable
Coughlan, Cheryl (1998). Ladybugs.										
I. Textbook										
A. Content										
	i. Is the subject matter presented either topically or functionally in a logical, organized manner? (1,2,3) ⁱⁱ		4	3	2	1	0	M	O	N
	ii. Does the content serve as a window into learning about the target language culture (American, British, ect.)? (2,18)		4	3	2	1	0	M	O	N
	iii. Are the reading selections authentic pieces of language? (5,10)		4	3	2	1	0	M	O	N
	iv. Compared to texts for native speakers, does the content contain real-life issues that challenge the reader to think critically about his/her worldview? (1,2,3,7,21)		4	3	2	1	0	M	O	N
	v. Are the text selections representative of the variety of literary genres, and do they contain multiple sentence structures? (1,13)		4	3	2	1	0	M	O	N
B. Vocabulary and Grammar										
	i. Are the grammar rules presented in a logical manner and in increasing order of difficulty? (1,2,3)		4	3	2	1	0	M	O	N
	ii. Are the new vocabulary words presented in a variety of ways (e.g. glosses, multi-glosses, appositives)? (2,3,12)		4	3	2	1	0	M	O	N
	iii. Are the new vocabulary words presented at an appropriate rate so that the text is understandable and so that students are able to retain new vocabulary? (1,2,3,5)		4	3	2	1	0	M	O	N
	iv. Are the new vocabulary words repeated in subsequent lessons to reinforce their meaning and use? (1,2,3,)		4	3	2	1	0	M	O	N
	v. Are students taught top-down techniques for learning new vocabulary words? (7,8,9,11)		4	3	2	1	0	M	O	N
C. Exercises and Activities										
	i. Are there interactive and task-based activities that require students to use new vocabulary to communicate? (1,2,3,5)		4	3	2	1	0	M	O	N
	ii. Do instructions in the textbook tell students to read for comprehension? (6)		4	3	2	1	0	M	O	N
	iii. Are top-down and bottom-up reading strategies used? (17)		4	3	2	1	0	M	O	N
	iv. Are students given sufficient examples to learn top-down techniques for reading comprehension? (7,8,9,10)		4	3	2	1	0	M	O	N
	v. Do the activities facilitate students' use of grammar rules by creating situations in which these rules are needed? (1,2,3)		4	3	2	1	0	M	O	N
	vi. Does the text make comprehension easier by addressing one new concept at a time instead of multiple new concepts? (2,3)		4	3	2	1	0	M	O	N
	vii. Do the exercises promote critical thinking of the text? (2)		4	3	2	1	0	M	O	N
D. Attractiveness of the Text and Physical Make-up										
	i. Is the cover of the book appealing? (1,2,3)		4	3	2	1	0	M	O	N
	ii. Is the visual imagery of high aesthetic quality? (1,2,3,14)		4	3	2	1	0	M	O	N
	iii. Are the illustrations simple enough and close enough to the text that they add to its meaning rather than detracting from it? (1)		4	3	2	1	0	M	O	N
	iv. Is the text interesting enough that students will enjoy reading it? (15)		4	3	2	1	0	M	O	N

II Teacher's Manual Coughlan, Cheryl (1998). Ladybugs.											
A. General Features											
i. Does the manual help teachers understand the objectives and methodology of the text? (1,2,3)		4	3	2	1	0	M	O	(N)		
ii. Are correct or suggested answers given for the exercises in the textbook? (1,2,3,4)		4	3	2	1	0	M	O	(N)		
B. Background Information											
i. Are teachers shown how to teach students to use cues from morphology, cognates, rhetorical relationships, and context to assist them in lexical inferencing? (7)		4	3	2	1	0	M	O	(N)		
ii. Is there a list of true and false cognates for vocabulary words? (1,2,3)		4	3	2	1	0	M	O	(N)		
C. Methodological Guidance											
i. Are teachers given techniques for activating students' background knowledge before reading the text? (8,9,22)		4	3	2	1	0	M	O	(N)		
ii. Are teachers given adequate examples for teaching students to preview, skim, scan, summarize, and to find the main idea? (8,11,6)		4	3	2	1	0	M	O	(N)		
iii. Does the manual suggest a clear, concise method for teaching each lesson? (1,2,3)		4	3	2	1	0	M	O	(N)		
D. Supplementary Exercises and Materials											
i. Does the manual give instructions on how to incorporate audio-visual material produced for the textbook? (2)		4	3	2	1	0	M	O	(N)		
ii. Does the manual provide teachers with exercises to practice, test, and review vocabulary words? (1,2,3)		4	3	2	1	0	M	O	(N)		
iii. Does the manual provide additional exercises for reinforcing grammar points in the text? (1,2,3)		4	3	2	1	0	M	O	(N)		
III. Context											
A. Is the textbook appropriate for the curriculum? (1,2,19,20)		(4)	3	2	1	0	M	O	N		
i. Does the text coincide with the course goals? (1,2,3,19,20)		(4)	3	2	1	0	M	O	N		
B. Is the textbook appropriate for the students who will be using it? (1,2)		(4)	3	2	1	0	M	O	N		
i. Is the text free of material that might be offensive? (1,6,16)		(4)	3	2	1	0	M	O	N		
ii. Are the examples and explanations understandable? (1)		(4)	3	2	1	0	M	O	N		
iii. Will students enjoy reading the text selections? (1,2,3,15)		(4)	3	2	1	0	M	O	N		
iv. Will the content meet students' felt needs for learning English or can it be adapted for this purpose? (2,3)		(4)	3	2	1	0	M	O	N		
C. Are the textbook and teacher's manual appropriate for the teacher who will be teaching from them? (1,2,4)		4	3	2	1	0	M	O	(N)		
i. Is the teacher proficient enough in English to use the teacher's manual? (1)		4	3	2	1	0	M	O	(N)		

Textbook Evaluation Checklist												
National Geographic Readers: Caterpillar to Butterfly by Laura Marsh			Excellent	Good	Adequate	Poor	Totally Lacking	Mandatory	Optional	Not Applicable		
I. Textbook												
A. Content												
	i. Is the subject matter presented either topically or functionally in a logical, organized manner? (1,2,3) ⁱⁱ		4	3	2	1	0	M	O	N		
	ii. Does the content serve as a window into learning about the target language culture (American, British, ect.)? (2,18)		4	3	2	1	0	M	O	N		
	iii. Are the reading selections authentic pieces of language? (5,10)		4	3	2	1	0	M	O	N		
	iv. Compared to texts for native speakers, does the content contain real-life issues that challenge the reader to think critically about his/her worldview? (1,2,3,7,21)		4	3	2	1	0	M	O	N		
	v. Are the text selections representative of the variety of literary genres, and do they contain multiple sentence structures? (1,13)		4	3	2	1	0	M	O	N		
B. Vocabulary and Grammar												
	i. Are the grammar rules presented in a logical manner and in increasing order of difficulty? (1,2,3)		4	3	2	1	0	M	O	N		
	ii. Are the new vocabulary words presented in a variety of ways (e.g. glosses, multi-glosses, appositives)? (2,3,12)		4	3	2	1	0	M	O	N		
	iii. Are the new vocabulary words presented at an appropriate rate so that the text is understandable and so that students are able to retain new vocabulary? (1,2,3,5)		4	3	2	1	0	M	O	N		
	iv. Are the new vocabulary words repeated in subsequent lessons to reinforce their meaning and use? (1,2,3,)		4	3	2	1	0	M	O	N		
	v. Are students taught top-down techniques for learning new vocabulary words? (7,8,9,11)		4	3	2	1	0	M	O	N		
C. Exercises and Activities												
	i. Are there interactive and task-based activities that require students to use new vocabulary to communicate? (1,2,3,5)		4	3	2	1	0	M	O	N		
	ii. Do instructions in the textbook tell students to read for comprehension? (6)		4	3	2	1	0	M	O	N		
	iii. Are top-down and bottom-up reading strategies used? (17)		4	3	2	1	0	M	O	N		
	iv. Are students given sufficient examples to learn top-down techniques for reading comprehension? (7,8,9,10)		4	3	2	1	0	M	O	N		
	v. Do the activities facilitate students' use of grammar rules by creating situations in which these rules are needed? (1,2,3)		4	3	2	1	0	M	O	N		
	vi. Does the text make comprehension easier by addressing one new concept at a time instead of multiple new concepts? (2,3)		4	3	2	1	0	M	O	N		
	vii. Do the exercises promote critical thinking of the text? (2)		4	3	2	1	0	M	O	N		
D. Attractiveness of the Text and Physical Make-up												
	i. Is the cover of the book appealing? (1,2,3)		4	3	2	1	0	M	O	N		
	ii. Is the visual imagery of high aesthetic quality? (1,2,3,14)		4	3	2	1	0	M	O	N		
	iii. Are the illustrations simple enough and close enough to the text that they add to its meaning rather than detracting from it? (1)		4	3	2	1	0	M	O	N		
	iv. Is the text interesting enough that students will enjoy reading it? (15)		4	3	2	1	0	M	O	N		

II Teacher's Manual		National Geographic Readers:									
A. General Features		Caterpillar to Butterfly by Laura Marsh									
	i. Does the manual help teachers understand the objectives and methodology of the text? (1,2,3)		4	3	2	1	0	M	O	(N)	
	ii. Are correct or suggested answers given for the exercises in the textbook? (1,2,3,4)	(4)	3	2	1	0	M	O	N		
B. Background Information											
	i. Are teachers shown how to teach students to use cues from morphology, cognates, rhetorical relationships, and context to assist them in lexical inferencing? (7)		4	3	2	1	0	M	O	(N)	
	ii. Is there a list of true and false cognates for vocabulary words? (1,2,3)		4	3	2	1	0	M	O	(N)	
C. Methodological Guidance											
	i. Are teachers given techniques for activating students' background knowledge before reading the text? (8,9,22)		4	3	2	1	0	M	O	(N)	
	ii. Are teachers given adequate examples for teaching students to preview, skim, scan, summarize, and to find the main idea? (8,11,6)		4	3	2	1	0	M	O	(N)	
	iii. Does the manual suggest a clear, concise method for teaching each lesson? (1,2,3)		4	3	2	1	0	M	O	(N)	
D. Supplementary Exercises and Materials											
	i. Does the manual give instructions on how to incorporate audio-visual material produced for the textbook? (2)	(4)	3	2	1	0	M	O	N		
	ii. Does the manual provide teachers with exercises to practice, test, and review vocabulary words? (1,2,3)	(4)	3	2	1	0	M	O	N		
	iii. Does the manual provide additional exercises for reinforcing grammar points in the text? (1,2,3)	(4)	3	2	1	0	M	O	N		
III. Context											
A. Is the textbook appropriate for the curriculum? (1,2,19,20)		(4)	3	2	1	0	M	O	N		
	i. Does the text coincide with the course goals? (1,2,3,19,20)	(4)	3	2	1	0	M	O	N		
B. Is the textbook appropriate for the students who will be using it? (1,2)		(4)	3	2	1	0	M	O	N		
	i. Is the text free of material that might be offensive? (1,6,16)	(4)	3	2	1	0	M	O	N		
	ii. Are the examples and explanations understandable? (1)	(4)	3	2	1	0	M	O	N		
	iii. Will students enjoy reading the text selections? (1,2,3,15)	(4)	3	2	1	0	M	O	N		
	iv. Will the content meet students' felt needs for learning English or can it be adapted for this purpose? (2,3)	(4)	3	2	1	0	M	O	N		
C. Are the textbook and teacher's manual appropriate for the teacher who will be teaching from them? (1,2,4)			4	3	2	1	0	M	O	(N)	
	i. Is the teacher proficient enough in English to use the teacher's manual? (1)		4	3	2	1	0	M	O	(N)	

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